

Plain Elementary
506 Neely Ferry Road
Simpsonville, SC 29680

Grades	K-5 Elementary School	
Enrollment	897 Students	
Principal	Jackie Parker	864-967-1876
Superintendent	Phinnize J. Fisher, Ed.D.	864-241-3456
Board Chair	Charles J. Saylor	864-322-9053

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	15	0	1	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes
2005	Good	Unsatisfactory	Yes

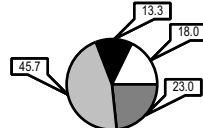
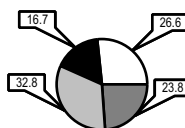
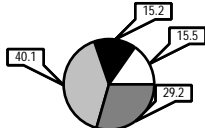
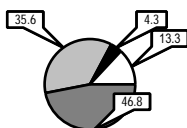
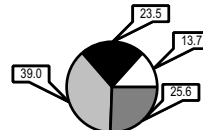
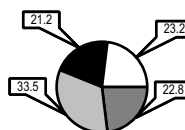
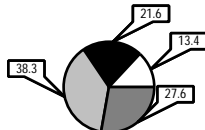
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	480	100.0	13.3	35.6	46.8	4.3	62.0	Yes	Yes
Gender									
Male	237	100.0	15.7	40.2	41.5	2.6	55.9		
Female	243	100.0	11.0	31.2	51.9	5.9	67.9		
Racial/Ethnic Group									
White	370	100.0	9.1	36.5	50.6	3.9	66.0	Yes	Yes
African American	83	100.0	26.9	37.2	28.2	7.7	46.2	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	41.2	17.6	41.2	0.0	47.1	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	414	100.0	9.5	34.9	51.1	4.5	67.3		
Disabled	66	100.0	36.9	40.0	20.0	3.1	29.2	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	480	100.0	13.3	35.6	46.8	4.3	62.0		
English Proficiency									
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	471	100.0	12.9	35.6	47.2	4.4	62.7		
Socio-Economic Status									
Subsidized meals	114	100.0	27.1	36.4	35.5	0.9	45.8	Yes	Yes
Full-pay meals	366	100.0	9.2	35.4	50.1	5.3	66.9		

Mathematics – State Performance Objective = 36.7%									
All Students	480	100.0	15.5	40.1	29.2	15.2	60.3	Yes	Yes
Gender									
Male	237	100.0	16.6	36.2	27.5	19.7	61.1		
Female	243	100.0	14.3	43.9	30.8	11.0	59.5		
Racial/Ethnic Group									
White	370	100.0	11.0	39.2	32.3	17.4	65.2	Yes	Yes
African American	83	100.0	35.9	43.6	15.4	5.1	39.7	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	17.6	47.1	11.8	23.5	52.9	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	414	100.0	10.5	40.9	32.2	16.5	65.3		
Disabled	66	100.0	46.2	35.4	10.8	7.7	29.2	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	480	100.0	15.5	40.1	29.2	15.2	60.3		
English Proficiency									
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	471	100.0	14.8	40.0	29.7	15.5	61.1		
Socio-Economic Status									
Subsidized meals	114	100.0	32.7	42.1	15.9	9.3	39.3	Yes	Yes
Full-pay meals	366	100.0	10.3	39.6	33.1	17.0	66.6		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	480	99.8	26.5	32.9	23.9	16.8	40.6
Gender							
Male	237	99.6	27.6	28.9	22.8	20.6	43.4
Female	243	100.0	25.3	36.7	24.9	13.1	38.0
Racial/Ethnic Group							
White	370	99.7	19.9	34.3	25.8	19.9	45.7
African American	83	100.0	50.0	26.9	19.2	3.8	23.1
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	52.9	17.6	11.8	17.6	29.4
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	414	99.8	20.8	33.8	27.0	18.5	45.5
Disabled	66	100.0	61.5	27.7	4.6	6.2	10.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	480	99.8	26.5	32.9	23.9	16.8	40.6
English Proficiency							
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	471	99.8	25.6	33.0	24.3	17.1	41.4
Socio-Economic Status							
Subsidized meals	114	99.1	44.3	35.8	13.2	6.6	19.8
Full-pay meals	366	100.0	21.2	32.0	27.0	19.8	46.8

Social Studies							
All Students	480	100.0	18.0	45.7	23.0	13.3	36.3
Gender							
Male	237	100.0	18.3	43.2	23.1	15.3	38.4
Female	243	100.0	17.7	48.1	22.8	11.4	34.2
Racial/Ethnic Group							
White	370	100.0	13.5	47.0	23.2	16.3	39.5
African American	83	100.0	37.2	42.3	19.2	1.3	20.5
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	23.5	41.2	29.4	5.9	35.3
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	414	100.0	13.2	46.9	25.4	14.5	39.9
Disabled	66	100.0	47.7	38.5	7.7	6.2	13.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	480	100.0	18.0	45.7	23.0	13.3	36.3
English Proficiency							
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	471	100.0	17.2	45.9	23.4	13.5	36.9
Socio-Economic Status							
Subsidized meals	114	100.0	34.6	51.4	11.2	2.8	14.0
Full-pay meals	366	100.0	13.1	44.0	26.5	16.4	42.9

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	178	100.0	7.0	24.4	51.7	16.9	68.6
	4	170	99.4	13.3	35.5	48.8	2.4	51.2
	5	164	100.0	16.0	60.1	23.3	0.6	23.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	146	100.0	6.4	24.3	59.3	10.0	69.3
	4	161	100.0	14.4	37.5	46.3	1.9	48.1
	5	173	100.0	18.1	43.4	36.7	1.8	38.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	178	100.0	11.0	60.5	22.7	5.8	28.5
	4	170	100.0	19.3	32.5	28.9	19.3	48.2
	5	164	100.0	23.3	50.9	16.0	9.8	25.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	146	100.0	10.0	42.9	32.1	15.0	47.1
	4	161	100.0	16.3	36.9	30.0	16.9	46.9
	5	173	100.0	19.3	41.0	25.9	13.9	39.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	146	99.3	21.6	37.4	25.2	15.8	41.0
	4	161	100.0	23.1	34.4	30.0	12.5	42.5
	5	173	100.0	33.7	27.7	16.9	21.7	38.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	146	100.0	18.6	51.4	22.1	7.9	30.0
	4	161	100.0	11.9	40.6	31.9	15.6	47.5
	5	173	100.0	23.5	45.8	15.1	15.7	30.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 897)				
First graders who attended full-day kindergarten	97.7%	Up from 89.8%	98.9%	100.0%
Retention rate	2.2%	Up from 2.0%	1.6%	3.0%
Attendance rate	97.1%	Down from 97.5%	97.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.3%	Down from 2.9%	2.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.9%	Down from 2.7%	1.9%	3.2%
Eligible for gifted and talented	22.2%	Down from 22.3%	26.1%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.1%	Down from 8.3%	6.4%	8.2%
Older than usual for grade	0.0%	Down from 0.2%	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 52)				
Teachers with advanced degrees	59.6%	No change	56.5%	52.6%
Continuing contract teachers	88.5%	Down from 90.4%	84.8%	83.3%
Highly qualified teachers	98.0%	Up from 95.9%	93.9%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	89.8%	Up from 88.0%	88.5%	87.0%
Teacher attendance rate	95.5%	Up from 95.4%	95.3%	95.0%
Average teacher salary	\$44,489	Up 2.0%	\$43,129	\$41,703
Prof. development days/teacher	14.2 days	Down from 14.6 days	12.0 days	12.8 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Down from 22.0 to 1	19.8 to 1	18.8 to 1
Prime instructional time	91.1%	Up from 91.0%	91.1%	89.8%
Dollars spent per pupil*	\$4,828	Up 2.6%	\$5,822	\$6,242
Percent of expenditures for teacher salaries*	69.9%	Up from 69.7%	66.3%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.3%	Up from 98.2%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	Down from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.8%		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Plain Elementary, in cooperation with home and community, is to prepare children to become lifelong learners and responsible, productive citizens by creating meaningful learning experiences in a safe, nurturing environment. Our focus is to create a comprehensive learning organization that understands, cares about, and works for students in an effort to prevent student failure. The vision for Plain Elementary is that all students will engage in classroom activities that encourage problem solving, utilize cooperative learning strategies, and enhance teamwork. A standards-based curriculum is implemented to ensure a continuum of learning from kindergarten through fifth grade. Authentic assessment techniques are incorporated into teaching, and technology is integrated throughout the curriculum. Our hope is that students will leave Plain Elementary ready for future learning.

Our academic curriculum has been developed in alignment with state and district academic standards. The instructional program includes interdisciplinary and thematic units of study designed to address different modalities of learning. The writing process is taught at all grade levels, and computer-assisted instruction is incorporated into units of study. The math curriculum engages students in problem-solving activities. Our fine arts program provides students with opportunities to showcase talent, integrate classroom learning, and develop an appreciation for the arts.

Parental and community involvement is integral to our success in educating our students.

The PTA and School Improvement Council (SIC) are involved in the decision making process for programs, initiatives, and expenditures. Over 30,000 volunteer hours are logged annually. Parents and community members serve as mentors, provide one-to-one tutoring for identified students, participate in career day, and adopt classes to assist with classroom essentials.

Plain Elementary attained Adequate Yearly Progress (AYP) for 2003 and 2004 by meeting the criteria for 21 of the 40 categories. Plain Elementary has been recognized as a Red Carpet School and a National PTA School of Excellence. Our school was chosen to serve as a pilot school for the Performance Assessment System for Teachers, a new teacher evaluation system that includes a modified ADEPT model. During the 2005-06 school year, Plain Elementary will participate in the Malcolm Baldrige model for performance excellence through the Carolina First Center of Excellence.

Plain Elementary has been temporarily relocated while the existing facility is being renovated and expanded to accommodate 1000 students. The building project is targeted for completion in the fall of 2005. Various groups have worked together in planning the new facility to ensure that our students are provided with an optimal environment for learning. Our commitment will continue to be to provide an academically challenging curriculum through meaningful learning experiences in a safe, nurturing environment.

Jackie Parker, Principal
Jim Briggs, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	46	132	84
Percent satisfied with learning environment	97.8%	85.5%	87.3%
Percent satisfied with social and physical environment	97.8%	79.4%	85.7%
Percent satisfied with school-home relations	97.8%	90.2%	73.8%

*Only students at the highest elementary school grade level at this school and their parents were included.